DOCUMENT RESUME

ED 273 116 FL 015 932

AUTHOR	Taylor, Nancy; Lenhart, Debra
TITLE	Food Service: Handbook to Accompany VESL Vocabulary Cards.
INSTITUTION	Maricopa Technical Community Coll., Phoenix, Ariz.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix.
PUB DATE	Jun 84
NOTE	101p.; Document is printed on colored paper. For the other manuals in this handbook see FL 015 931-934.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Class Activities; Classroom Techniques; *Food Service; Learning Activities; *Limited English Speaking; Postsecondary Education; Secondary Education; Second Language Instruction; Teaching Guides; *Visual Aids; *Vocabulary Development; *Vocational Education; *Vocational English (Second Language)

ABSTRACT

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical food service vocabulary needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address the following topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary cards; food service terminology; tools and equipment; weights and measures; safety; and food service occupations. A food service vocabulary list, a resource list of additional teaching strategies for vocabulary development, an annotated bibliography, the VESL flash cards (printed five to a sheet), and several illustrations to go with the cards are appended. (MSE)

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ACTIVITIES FOR VESL VOCABULARY CARDS

FOOD SERVICE

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JUNE 1984

FL 015932

FOOD SERVICE

HANDBOOK TO ACCOMPANY VESL VOCABULARY CARDS

NANCY TAYLOR
Materials Developer

DEBRA LENHART
Illustrator

VESL CURRICULUM PROJECT
Mesa Community College

NANCY SIEFER, Director
GAIL SHAY, Coordinator

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Mr. John Lange, Deputy Superintendent for Vocational Education

Made available through an Arizona Department of Education project funded through Vocational Disadvantaged monies under PL 94-482.

JUNE 1984

The financial support for this handbook is provided by the Program Support Unit of the Arizona Department of Education through a project funded with Vocational Disadvantaged Monies under P.L. 94-9482.

The Program Support Unit in the Arizona Department of Education is the vehicle through which technical assistance and funding for vocational program development and improvement to serve individuals with limited English proficiency is provided. Because of limited availability of resources and funds, this unit has been organized to combine resources and vocational funding available through ADE (Disadvantaged, Handicapped, Guidance, Vocational Equity, Displaced Homemakers, and Support Services for Women) to serve special populations and provide support services to vocational students. The listing below shows the individuals responsible for the various areas:

Mr. Stewart Miller, Director
Program Support Unit
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 255-3437

Mr. Justin Marino, Specialist
Vocational Handicapped Programs
Program Support Unit
(602) 255-5354

Ms. Jenny Erwin, Specialist
Equal Vocational Opportunities
Program Support Unit
(602) 255-5357

Mr. Randy Eubank, Specialist
Vocational Guidance Programs
Program Support Unit
(602) 255-4810

Please feel free to call on these individuals for technical assistance and program information.

PREFACE

The purpose of this handbook is to aid secondary and post-secondary instructors and support staff to meet the needs of limited English proficient (LEP) students in vocational training programs.

The handbook is an outgrowth of the concern for LEP vocational students who often experience language difficulty not only on the job, but in the vocational training classroom.

This handbook hopefully provides the essential technical vocabulary needed by the LEP vocational student to participate more confidently and successfully in training, and ultimately, on the job. In addition, the handbook suggests many practical activities for using the vocabulary in a variety of classroom settings.

The handbook is based on the premise that adults will effectively acquire a second language when:

. it is relevant to their immediate needs (a job);
. it is learner-centered; and
. ample practice and reinforcement are provided.

The handbook consists of four separately bound manuals:

. Activities for VESL Vocabulary Cards - Food Service
. Activities for VESL Vocabulary Cards - Computer Literacy
. Activities for VESL Vocabulary Cards - Automotive Mechanics
. Activities for VESL Vocabulary Cards - Nursing Assistant

We hope the handbook provides the needed information to implement quality vocational training for the LEP learner.

In compiling the handbook, we wish to acknowledge our indebtedness to others whose knowledge and effort made the endeavor possible.

- Mr. Stewart Miller
  Director, Program Support Unit, Arizona Department of Education
- Ms. Trudy Rogers
  Acting Director, Comprehensive Training, Arizona Department of Education
- Ms. Karen Rufh
  Secretary, VESL Curriculum Project, Mesa Community College
- Mr. Donald Luedtke
  Automotive Instructor, Mesa Community College
- Mr. Rex Miller
  Automotive Instructor, Mesa Community College
- Ms. Judith Gerdin
  Nursing Instructor, Scottsdale Vocational Technical High School
- Ms. Patricia Schneider
  Nursing Instructor, Maricopa Technical Community College
- Ms. Patricia Mulligan
  Vocational ESL Instructor, Glendale Community College
- Mr. Robert Guzley
  Computer/Math Instructor, Supai Middle School
- Mr. Larry Groch
  Food Service Manager, St. Mary's Hospital, Tucson, AZ
- Ms. Lonnie Lloyd
  Dietition, Tucson, AZ
- Mr. Jim Purvis
  Media Services, Mesa Community College

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VOCABULARY: MEMORY, MEANING, MEMORIZATION

Control over vocabulary does not result from mere memorization of words, although that is one logical first step, especially for second language learners. Studying spelling and practicing pronunciation both contribute to communication, either oral or written, even though neither activity presumes knowledge of meaning on the part of the speaker or writer.

Neither can a learner depend entirely on his or her own limited vocabulary or syntax, since she/he will not always be just speaking or writing:

> "Listening and reading require a wider knowledge of vocabulary and grammar, since the learner cannot limit others' speech and writing to his or her own linguistic knowledge."
>
> Guntermann, 1982

Despite the different emphases for different vocational areas, students will need to address all the language modes (listening, speaking, reading, writing) to some extent.

Establishing meaning is a longer process than memorization, and to be truly effective it must be an active process on the learner's part. There are many ways to establish the meaning of vocabulary (Mrowicki and Dehesus, 1981):

1. objects
2. illustrations (photographs, drawings, slides, etc.)
3. context
4. actions
5. explanations (synonyms and definitions)
6. translation (native language)
7. oral stimulus, physical response
8. oral stimulus, oral or written response

Many of these techniques will be utilized in the general suggestions and specific exercises for the four vocational areas included in this handbook.

In preparation for student vocabulary learning and practice, VESL teachers may want to pre-teach the following structures which appear with frequency in definitions:

- past participles used as adjectives (e.g. money spent, written promises)
- passive voice (is used to, is made by)
- gerund (preserving food, adding up, moving goods)
- infinitive to define verbs (e.g. delegate: to give a task to someone else to do)
- modals, especially can and must (can be divided, can be bent)

The final key to vocabulary learning is motivation on the part of the student. This can be achieved through the use of a variety of exercises to maintain interest, and through hands-on practice whenever possible. Motivation is enhanced for LEP students by the learning of useful and applicable knowledge, in this case occupation-specific vocabulary. Another way to keep motivation high is by having the student work along on exercises for which answers are provided for self-correction:

> "Prediction of meanings and verification of meanings by the use of dictionaries [Note: Here also the VESL vocabulary cards and answer keys for the exercises] are probably more crucial skills to develop than the skill of listening to explanations of words since it teaches students how they can be self-sufficient."
>
> Fanselow, 1980

USING THE VESL VOCABULARY CARDS

For the VESL Teacher:

The VESL vocabulary cards can be a ready resource for individualizing language practice for LEP students involved in different vocational areas. They can be used for practicing difficult sounds in pronunciation, spelling practice, alphabetizing, and for making example sentences illustrating particular English language functions or structures. In addition, they can be used for the development of vocabulary worksheets, puzzles, and games for reinforcement and mastery.

For the Vocational Teacher:

It is generally the vocational instructor's job to teach technical vocabulary, but LEP students' problems in learning the terminology are hampered by their general language deficiencies, making these extra vocabulary exercises of additional benefit.

In general, the VESL cards may be used for:

1. Pre-teaching of specific units of instruction
2. Reinforcement or augmentation of currently taught topic or concept
3. Review of units or topics

For the LEP Student:

1. Cards may be selected for study that pertain to a particular topic or unit of instruction.
2. Study vocabulary for short periods at several different times for the most effective learning, rather than studying in one long learning session.
3. Different textbooks and instructors may emphasize some additional terms, so it helps to keep a cardbox or notebook of new vocabulary. Add new words as they are learned. These terms can be written on

cards with the same format as the existing cards.

4. It often helps to make flashcards with the term on one side and the definition on the other side. Just the practice of writing out words is very reinforcing for learning.

FOOD SERVICE

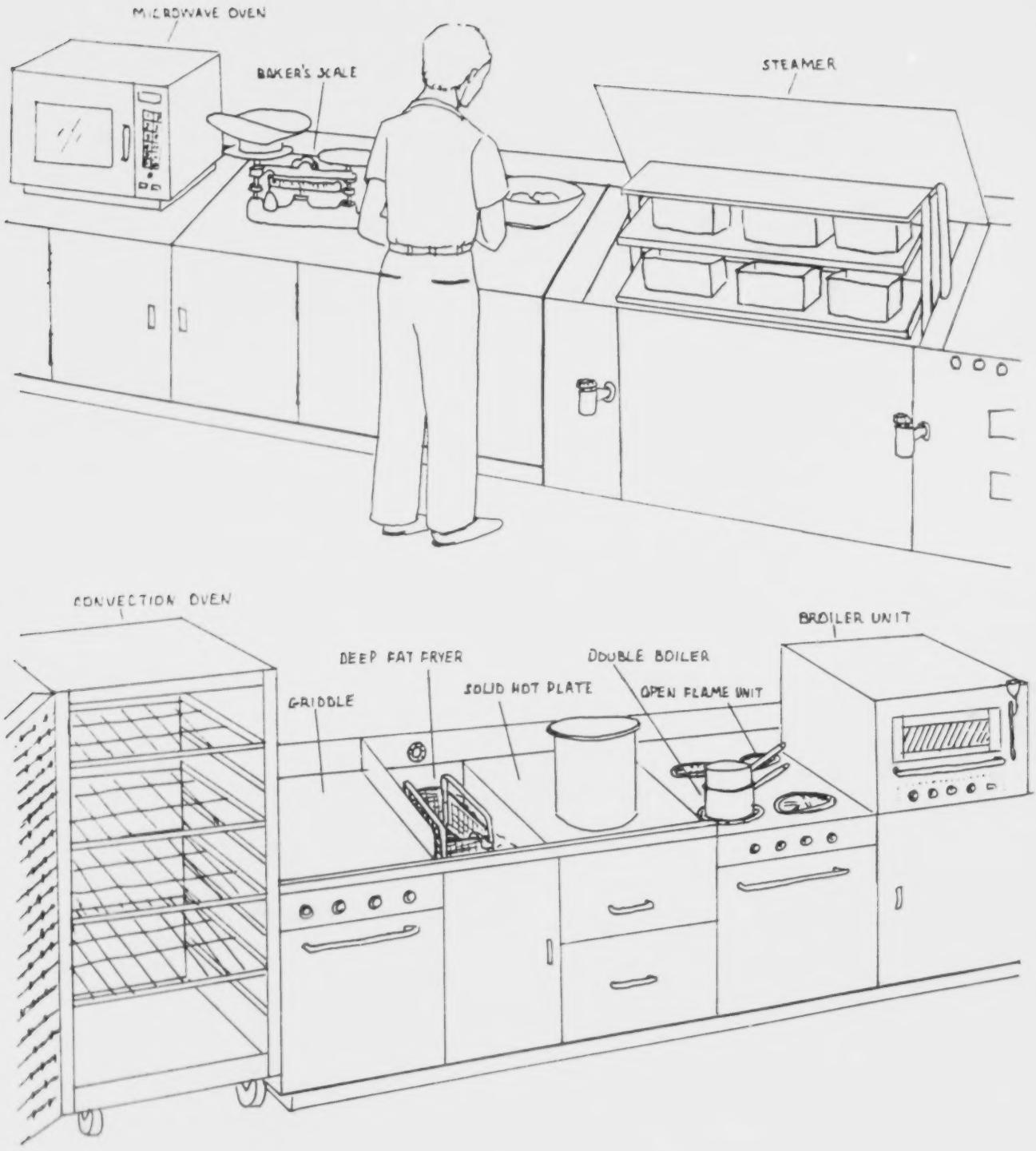
FOOD SER-VICE

THE INDUSTRY CONCERNED WITH THE COMMERCIAL PREPARATION OF FOOD FOR RESTAURANTS, CAFETERIAS, INSTITUTIONAL ORGANIZATIONS AND OTHER DINING ESTABLISHMENTS

THERE ARE MANY OPPORTUNITIES FOR EMPLOYMENT IN THE FOOD SERVICE INDUSTRY.

The food service industry offers students a variety of careers to pursue, and opportunities for advancement are excellent. Success in this occupational field depends upon the skills, training and ambition of the individual. In the vocational classroom, "hands-on" activities will be practiced on a daily basis. From a language point of view, it is crucial that the entry-level food service worker be able to pronounce, understand and employ the basic vocabulary that is used during the workday in a commercial kitchen.

It is also important to learn the basic tools and kitchen equipment, the basic weights and measures and their abbreviations, and basic safety precautions. Finally, LEP students should be aware of the multiple opportunities that are available within the food service industry, and the requisite basic, job, and responsibility skills for each job.



COMMERCIAL KITCHEN

VESL VOCABULARY EXERCISES: FOOD SERVICE TERMINOLOGY

I. Pronunciation Practice: Say the following words aloud to your teacher or a friend who speaks English well.

baste	casserole	braise
drippings	griddle	hors d'oeuvres
sauté	boil	glaze
knead	measure	cuisine
ingredients	du jour	buffet
beverage	dough	dredge

II. A) Circle five words in the following list that are things a cook uses.
B) Put a check (✓) by five words in the list that are actions a cook performs.

baste	drippings	masking
fold	marinate	sauce
batter	ingredients	marinade
shred	simmer	dough

III. Match the food term to its definition.

_____ bisque	1. onion-like vegetables
_____ tarts	2. wrapped herbs
_____ au jus	3. an Italian appetizer
_____ shallots	4. fruit pies
_____ bouquet garni	5. a thick stew
_____ goulash	6. natural meat juices
_____ torte	7. a thick cream soup
_____ antipasto	8. a layered pastry

IV. Underline the correct term.

1. The baker worked the air out of the dough by (proofing, kneading) it.
2. Water will (coddle, boil) at 212°F or 100°C.
3. A clean food service worker has good (personal hygiene, cuisine).
4. A (casserole, no. 10 can) holds about three quarts of food.
5. Soda is a (consomme, beverage).
6. (Kosher, Julienne) food is prepared for those who practice the Jewish religion.
7. (Hors d'oeuvres, herbs) are small portions of food served as appetizers.
8. A (buffet, entree) offers several foods which customers or guests serve to themselves.

V. Fill in the blank with the correct word, choosing from the following words:

pasta	garnish	condiments	tubing
dissolve	Hollandaise	pre-heat	

1. Using a tube for food decoration is known as _____.

2. _____ sauce is made of egg yolks, butter, lemon, and cayenne pepper.

3. Italian dough products are _____.

4. Salt, pepper, mustard and other spices used to season foods are called _____.

5. Cooks will often _____ an oven before placing food inside.

6. When butter is heated, it will quickly _____.

7. Many cooks _____ food with shaved carrots and parsley to make the meal appear more attractive.

VI. A) Two types of sauces are (1)_____ and (2)_____.

B) Three types of soups are (1)_____, (2)_____, and (3)_____.

VII. Word Search: Find and circle the terms for methods of cooking foods. Words may be backwards, forwards, up, down, or diagonal.

A. LET'S COOK

H Y I B L L X J C J
W M R I R P T V N U
R S O T O E T U A S
S R T A N G K F C Q
B X C E T A F Y N W
L H N Y E Z P Z D G
V H J V R P S U Y L
Z D E E P F R Y Y L
N J J Y J I B W M D
G L L I R G I O G Y

FIND THESE WORDS IN THE ABOVE PUZZLE :

BROIL	DEEPFRY	FRY
✓GRILL	PANTRY	POACH
SAUTE	STEEP	

B. LET'S COOK

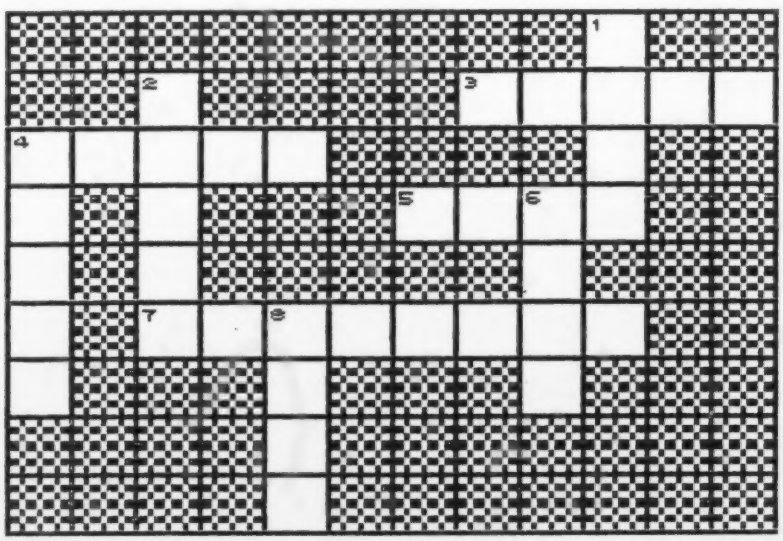
G N C G O E B B L O E
I B D K K R L S M E K
G X W A A I T L S P Z
R Z B I O E G S A R J
X Z S B W N A N O J D
W E R I I C B A C Y C
Y A N R I R S C N F U
P G A R O T I K C H J
S E F I I T D G V W Y
S G L N X C O D D L E
L Q G C C Y Z R F J M

FIND THESE WORDS IN THE ABOVE PUZZLE :

BAKE	BRAISE	CODDLE
FRICASSEE	✓PANBROIL	
PARBOIL	ROASTING	
SEARING	STEWING	

VIII. Crossword Puzzle:

WAYS OF CUTTING



ACROSS CLUES

3. TO RUB FOOD INTO SMALL PIECES
4. TO DIVIDE FOOD INTO LAYERS
5. TO CUT FOOD INTO ONE-QUARTER INCH SQUARE PIECES
7. TO CUT FOOD INTO THIN SLICES

DOWN CLUES

1. TO REMOVE THE SKIN FROM FRUITS AND VEGETABLES
2. TO CUT FOOD AS SMALL AS POSSIBLE
4. TO SHAVE FOOD INTO LONG STRIPS
6. TO CUT FOOD INTO UNEVEN PIECES
8. TO CUT FOOD INTO ONE-HALF INCH SQUARE PIECES

IX. Underline the term which does not belong with the others. (Example: appetizer, herb, entree)

1. puree, fold, proof, knead
2. glaze, goulash, glaceing
3. blend, mix, score, stir
4. steep, grill, broil
5. escallop, julienne, flambe

X. Decide if these cooking terms involve the use of liquids or dry ingredients. List the terms under the proper heading.

reduce dredge proof stewing dust poach parboil
sifting crisp roasting

LIQUIDS	DRY INGREDIENTS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

XI. Use the clues below to help fill in one word for each line.

1. M _ _ _ _ _ _ _

2. _ _ E _ _ _ _

3. _ _ A _ _ _

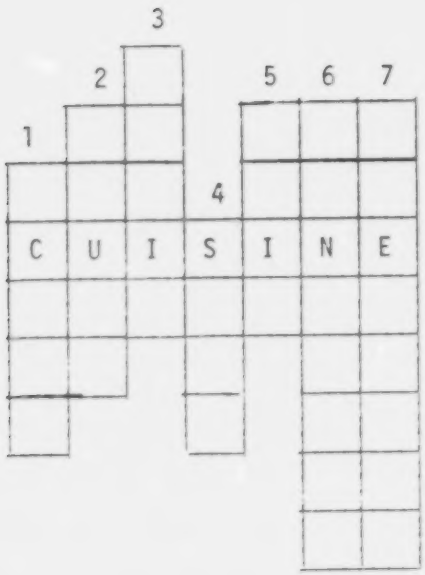
4. _ _ _ T _

Clues:
1. to soak meat in liquid before it is cooked
2. to cook breaded meat in oil (2 words)
3. to cook meat first in fat and then in liquid
4. to pour juice or sauce over meat that is cooking

XII. Five words in the list below can be both actions and things. Circle those words.

steam	beat	cream
toss	cube	sauté
grill	smother	garnish

XIII. Use the following clues to help you write one cooking term (down from each number).



Clues:
1) bringing milk or cream to a near boil
2) frying briefly in a bit of butter, fat, or shortening
3) mixing butter or shortening into a dry mixture
4) browning the surface of food
5) beating or mixing food very fast
6) cooking in a pan without grease and pouring off the natural fats
7) coating food with a mixture made of flour, eggs, and bread crumbs

NOTE: Answers for the additional activities will not be provided.

I. Make flash cards of the steps involved in various recipes. Put the cards in sequence.

II. Make a food service bulletin board. Include recipes, tools and equipment, safety rules, and careers in food service.

III. Make flash cards with terms that describe different cooking processes. Choose a card and name as many foods as possible that can be cooked by that process. Variation: Make flash cards with the names of different foods and name the processes that can be used with each specific food.

IV. Choose a favorite recipe and demonstrate how to prepare it to your teacher and classmates. Be sure to describe orally each step you perform.

V. Look for pictures in newspapers and magazines showing different foods. Write a description of each picture explaining how the food was prepared and the tools and equipment that were used.

VI. Listen to oral definitions of food service terms and then name each term. Variation: Listen to the term and give a definition.

VII. Have someone who speaks English well dictate a recipe. Compare what you have written to the original recipe.

VIII. Collect recipes for a cookbook.

II.

✓baste	drippings	✓masking
✓fold	✓marinate	sauce
batter	ingredients	marinade
✓shred	✓simmer	dough

III.
7 - bisque
4 - tarts
6 - au jus
1 - shallots
2 - bouquet garni
5 - goulash
8 - torte
3 - antipasto

IV.
1. kneading
2. boil
3. personal hygiene
4. no. 10 can
5. beverage
6. Kosher
7. Hors d'oeuvres
8. buffet

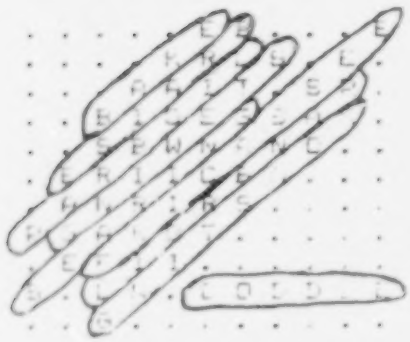
V.
1. tubing
2. Hollandaise
3. pasta
4. condiments
5. pre-heat
6. dissolve
7. garnish

VI. (in any order)

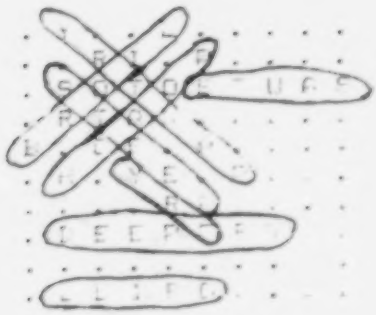
A. (1) hollandaise, (2) espagnole

B. (1) broth, (2) consomme, (3) bisque (or potage)

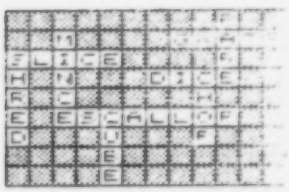
VII. A. HERE IS THE ANSWER KEY:



B. HERE IS THE ANSWER KEY:



VIII. ANSWERS: STYLES OF CUTTING



IX. 1. purée

2. goulash

3. score

4. steep

5. flambé

ANSWER KEY: FOOD SERVICE TERMINOLOGY

X. LIQUIDS: reduce
stewing
poach
parboil
crisp

DRY INGREDIENTS: dredge
proof
dust
sifting
roasting

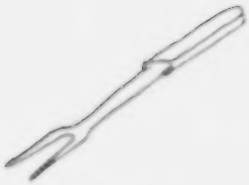
XI. 1. Marinate
2. Deep fry
3. Braise
4. Baste

XII. steam
toss
grill

beat
cube
smother

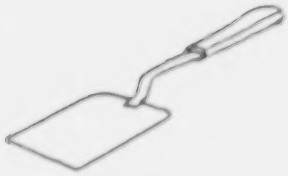
cream
sauté
garnish

XIII. 1. scald
2. sauté
3. cut-in
4. sear
5. whip
6. panbroil
7. breading



KITCHEN FORK

LADLE



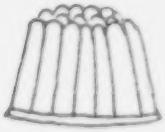
TURNER

BOX GRATER

WIRE WHIP

SCRAPER

FLOUR SIFTER



MOLD

CLEAVER

COLANDER

KITCHEN TOOLS

BUTCHER KNIFE

FRENCH KNIFE

BONING KNIFE

PARING KNIFE

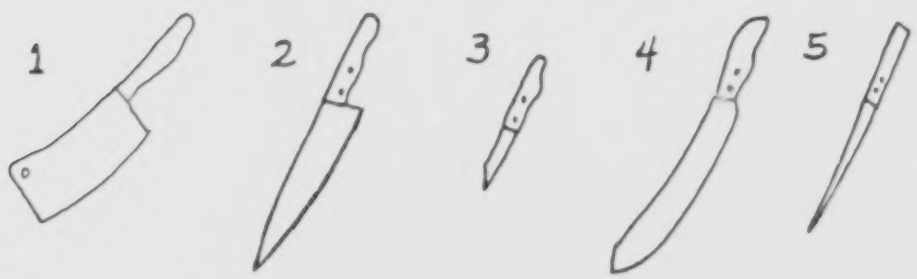
KITCHEN KNIVES

Food service students should be familiar with the basic tools and stationary equipment found in commercial kitchens in order to prepare foods properly and follow recipes correctly. The student must be able to follow directions, pronounce and read terms, and know the function of tools and equipment.

I. Pronunciation practice: Say the following words aloud to your teacher or a friend who speaks English well.

baker's scale	convection oven	mold
boning knife	double boiler	microwave oven
box grater	flour sifter	paring knife
butcher knife	French knife	scraper
cleaver	kitchen fork	steamer
colander	ladle	turner

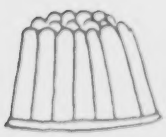
II. Write the names of the following knives and their uses.



1. _____ - _____
2. _____ - _____
3. _____ - _____
4. _____ - _____
5. _____ - _____

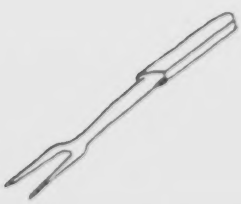
III. Kitchen Tools: Write the correct name of the tool under the following pictures.

1._____



2._____

3._____

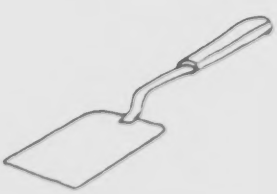


4._____

5._____

6._____

7._____

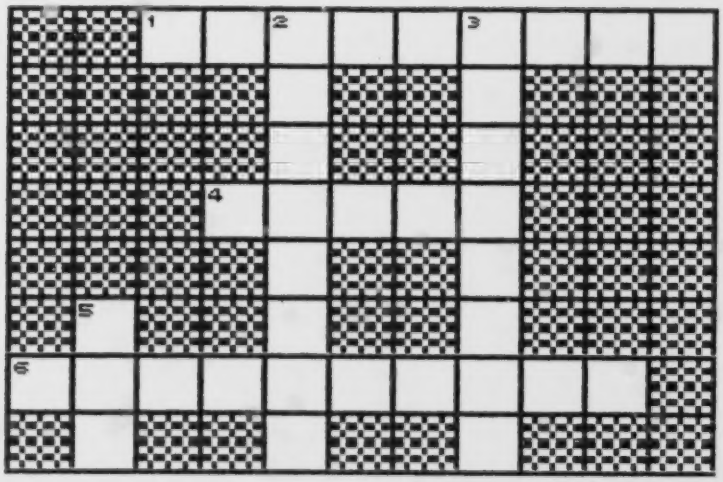


8._____

9._____

IV. Crossword Puzzle:

TOOLS AND EQUIPMENT



ACROSS CLUES

1. THE OVEN THAT COOKS FOODS VERY FAST
4. USED TO MIX, STIR, DIP OR SERVE FOOD
6. THE OVEN THAT COOKS ALL FOODS WITH THE SAME AMOUNT OF HEAT

DOWN CLUES

2. A TYPE OF STRAINER
3. A HAND TOOL OFTEN USED FOR WHIPPING (2 WORDS)
5. A TYPE OF GRATER

V. List three tools that could be used to prepare a salad:

1. _____, 2. _____, 3. _____

VI. Match the tool to its use. Write the correct number in the space provided.

_____ flour sifter	1. weighs ingredients
_____ mold	2. flips pancakes and eggs
_____ baker's scale	3. makes dry ingredients light and fluffy
_____ steamer	4. cooks by use of boiling water
_____ turner	5. cuts dough or scrapes meat
_____ double boiler	6. holds meat during slicing
_____ scraper	7. gives a specific shape to foods
_____ kitchen fork	8. cooks portions for many customers

VII. A) Underline five tools you could use when working with meat.

kitchen fork	butcher knife	wire whip	scraper
paring knife	box grater	boning knife	cleaver

B) Underline five tools you could use when working with vegetables.

steamer	paring knife	flour sifter	French knife
colander	baker's scale	butcher knife	box grater

VIII. What is the most commonly used knife in the commercial kitchen?

_____

List four uses of that knife.

1. _____
2. _____
3. _____
4. _____

IX. Unscramble the names of these four pieces of equipment used for cooking food.

1. metresa _____
2. ntoecnvcio envo _____
3. uebdlo ribloe _____
4. cwimoraev noev _____

X. Complete the story: Fill in the missing words with the name of the proper tool or piece of equipment. Use the following words:

French knife	flour sifter	colander
scraper	paring knife	baker's scale
box grater		

Ramón's busy day in the kitchen began when he rinsed the salad ingredients in the (1) _____ and used a (2) _____ to peel the vegetables. He used a very sharp (3) _____ to shred the lettuce and a (4) _____ to shred the carrots.

When he had finished preparing the salad, Ramón offered to help the baker by measuring all dry ingredients on the (5) _____ and putting them through a (6) _____ to give the mixture a light texture. He also helped the baker by cutting the pastry dough with a (7) _____.

XI. The chart below shows phrase combinations that are commonly used to make polite requests. Use the clues as guidelines to help you form requests of your co-workers.

Could you	pass me	the (name of tool) (please)?
Would you (please)	hand me	
Can you	give me	
	let me have	

EXAMPLES:

CLUE: Ask Linda for the tool that is used to flip hamburgers.

Linda, would you please hand me the turner?

CLUE: Ask Carlos for the tool that is used to drain foods.

Carlos, could you let me have the colander, please?

1. CLUE: Ask Bob for the tool that is used to chop bones.

2. CLUE: Ask Sally for the tool that is used to turn meats.

3. CLUE: Ask Ron for the tool that is used to shape foods.

4. CLUE: Ask Karen for the tool that is used to stir, drain, mix, or serve foods.

5. CLUE: Ask Michael for the pot that has two parts.

ADDITIONAL ACTIVITIES: TOOLS AND EQUIPMENT

I. Make flash cards using the names of tools and equipment in the kitchen. Choose a card and locate the item. Demonstrate to your teacher or other students at least one use for the item.

II. Select a few of your favorite recipes. Make a list of the names of tools and equipment that you think are needed to prepare each recipe.

III. Walk through the kitchen where you are studying food service and locate tools and equipment that are unfamiliar. Describe each item to your teacher or classmates and learn its correct name and use. Add these items to your vocabulary list of tools and equipment.

IV. Compare (orally or in writing) the similarities and differences of the various ovens in commercial kitchens.

V. Make a wall chart of tools and kitchen equipment and list the varied uses for each item. Place the chart in your classroom where it can be easily referred to by all food service students.

VI. Compare the features of several different knives used in the commercial kitchen. Explain orally (or in writing) a few ways that they are the same and ways that they are different.

VII. For beginning students, provide the tools for students to use in Exercise XI.

VIII. Using the vocabulary cards, match the cooking utensil with the correct term.

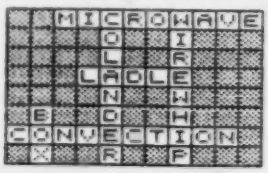
ANSWER KEY: TOOLS AND EQUIPMENT

II. 1. cleaver - used to chop bones
2. French knife - used to slice, dice, chop, or mince food
3. paring knife - used to pare or peel fruits and vegetables
4. butcher knife - used to cut raw meat and steaks
5. boning knife - used to separate meat and bones

III. 1. colander
2. mold
3. scraper
4. kitchen fork
5. flour sifter
6. wire whip
7. box grater
8. turner
9. ladle

IV. Crossword puzzle:

ANSWERS: TOOLS AND EQUIPMENT



V. In any order: colander, paring knife, French knife (or) box grater

ANSWER KEY: TOOLS AND EQUIPMENT

VI. 3 - flour sifter
7 - mold
1 - baker's scale
8 - steamer
2 - turner
4 - double boiler
5 - scraper
6 - kitchen fork

VII. A)

kitchen fork	butcher knife	wire whip	scraper
paring knife	box grater	boning knife	cleaver

B)

steamer	paring knife	flour sifter	French knife
colander	baker's scale	butcher knife	box grater

VIII. The most commonly used knife is the French knife.
Four uses are: (in any order) dice, slice, chop, mince

IX. 1. steamer
2. convection oven
3. double boiler
4. microwave oven

ANSWER KEY: TOOLS AND EQUIPMENT

X.
1. colander
2. paring knife
3. French knife
4. box grater
5. baker's scale
6. flour sifter
7. scraper

XI.
1. cleaver
2. kitchen fork
3. mold
4. ladle
5. double boiler

The food service student should be familiar with basic weights and measures that are found in recipes and commonly referred to during the workday in the commercial kitchen. When these terms are used in print, they are often abbreviated; therefore, the student must also be able to work with these terms in abbreviated form. It is also equally important for the food service student to be aware of and able to make basic measurement conversions.

I. Study the following chart of weights and measures and their common abbreviations.

=

teaspoon	tsp. (or t.)
tablespoon	tbsp. (or T.)
pint	pt.
quart	qt.
gallon	gal.
ounce	oz.
pound	lb.
bunch	bch.

II. Pronunciation practice: Say the following words aloud to your teacher or a friend who speaks English well.

teaspoon	quart	pound
tablespoon	gallon	bunch
pint	ounce	

III. Match the word to its abbreviation.

_____ pound	1. oz.
_____ quart	2. tbsp.
_____ teaspoon	3. bch
_____ ounce	4. pt.
_____ tablespoon	5. lb.
_____ pint	6. gal.
_____ gallon	7. tsp.
_____ bunch	8. qt.

IV. Identify these abbreviations by writing the term in the blank.

1. gal. _____
2. tsp. _____
3. qt. _____
4. oz. _____
5. pt. _____
6. tbsp. _____
7. lb. _____
8. T. _____
9. t. _____

V. Fill in the missing letters to make the correct abbreviations.

1. ounce o _.
2. tablespoon t _ _ _. or _.
3. gallon g _ _.
4. teaspoon _ _ p. or _.
5. bunch b _ _.
6. pound l _.
7. quart _ _.
8. pint _ _.

VI. Study the following chart of basic measurement equivalents.

3 teaspoons	1 tablespoon
16 tablespoons	1 cup
1 cup	½ pint
2 cups	1 pint
2 pints	1 quart
4 quarts	1 gallon
16 ounces	1 pound

VII. Fill in the blank with the correct number.

1. There are _____ quarts in one gallon.
2. It takes _____ tablespoons to make one cup.
3. One pound contains _____ ounces.
4. _____ cups equal one pint.
5. _____ teaspoons are equivalent to one tablespoon.
6. There are _____ pints in one quart.

VIII. Complete the following measurement equivalents by circling the correct number. Example: One pound has 8, (16) 32 ounces.

1. One tablespoon has 2, 3, 4 teaspoons.
2. One cup has 12, 14, 16 tablespoons.
3. One pint has 2, 4, 6 cups.
4. One quart has 1, 2, 4 pints.
5. One gallon has 2, 4, 8 quarts.

ADDITIONAL ACTIVITIES: WEIGHTS AND MEASURES

I. Make flash cards with the abbreviations of common measurement terms on one side and the complete word on the other side. Practice identifying each abbreviation.

II. Obtain several recipes and identify the abbreviations used in the lists of necessary ingredients. Notice any unfamiliar abbreviations and ask your teacher about these.

III. Have another student dictate measurement terms while you write the proper abbreviation on the blackboard or on paper.

IV. Make flash cards with a basic measurement on one side and an equivalent measurement on the other side. Give an equivalent measurement.

V. Gather measuring spoons and several measuring containers. Demonstrate to yourself, your teacher, or other students the measurement equivalents you have studied by measuring out dry and liquid substances.

III. 5 - pound
8 - quart
7 - teaspoon
1 - ounce
2 - tablespoon
4 - pint
6 - gallon
3 - bunch

IV. 1. gallon
2. teaspoon
3. quart
4. ounce
5. pint
6. tablespoon
7. pound
8. tablespoon
9. teaspoon

V. 1. oz.
2. tbsp. (or T.)
3. gal.
4. tsp. (or t.)
5. bch.
6. lb.
7. qt.
8. pt.

VII. 1. 4
2. 16
3. 16
4. 2
5. 3
6. 2

VIII. 1. 3
2. 16
3. 2
4. 2
5. 4

The commercial kitchen contains tools and equipment that can become dangerous if misused or not cared for properly. In order to avoid accidents, it is necessary for the food service student to learn basic safety precautions.

I. Study these 15 basic rules of safety.

1. Use the proper tool for the job you are doing.

2. When using a knife to cut, always cut in the direction away from your body.

3. Never try to catch a knife that is falling. Instead, jump away from it.

4. Carry a knife with the tip facing the floor and the cutting edge away from your body.

5. Do not allow pot or pan handles to stick out from the stove.

6. Use only dry towels when handling hot pans.

7. Do not splash grease at any time.

8. Put out a grease fire with a wet towel or a foam fire extinguisher--never put water on a grease fire.

9. Never lift heavy containers or equipment by yourself.

10. When you clean tools and equipment, turn all electrical switches to the "OFF" position and disconnect the item being cleaned.

11. Never wear jewelry or very loose clothing when working in the kitchen, especially if you are working near electrical equipment.

12. Notice all equipment that is in need of repair and report this immediately to your supervisor.

13. Keep floors clear of objects that can cause people to trip or fall.

14. When moving hot containers from one place to another, always call out to your fellow workers that you are doing so.

15. Report all accidents to your supervisor IMMEDIATELY.

II. Put a check (✓) next to any unsafe conditions.

_____1. Wearing a long tie in the kitchen

_____2. Smothering a grease fire with a wet towel

_____3. Grabbing for a falling knife

_____4. Stacking pots on the floor

_____5. Asking a co-worker for help when you need to lift a heavy pot

_____6. Waiting until the end of the day to report an accident

_____7. Using a wet towel to pick up a hot pan

_____8. Pulling the plug on a machine that you are ready to clean

_____9. Turning pot handles inward and away from the aisle where people pass

_____10. Carrying a knife with the tip pointed upward

III. Choose the correct word or phrase and underline it.

1. Always cut with a knife with the cutting edge pointed (toward, away from) yourself.

2. Tell your co-workers when you are carrying (hot, cold) containers across the room.

3. It is best to use (a wet towel, water, a dry towel) to put out a grease fire.

4. Report damaged equipment (at the end of the day, immediately) to your supervisor.

5. Never (pour, splash, use) grease.

I. Think about possible commercial kitchen safety hazards. Write your own rules to add to the list that you now have.

II. Walk around the kitchen where you are studying food service. Notice any safety problems and write these in a notebook. Present this list orally or in writing to your teacher or class.

III. Choose a few of the many kitchen tools available and give an oral demonstration of the proper use of each tool.

IV. Make flash cards of basic kitchen tools and equipment and place the cards in a container. Choose a card and then orally describe a safety hazard associated with the item. Have your classmates participate in this activity also.

V. Choose a partner from your class and instruct him/her on the proper use of a tool or piece of equipment. Allow and encourage your partner to ask questions. You may wish to do this in front of your teacher or your class.

VI. Make small caution signs to be placed at various kitchen locations. Write a one or two sentence description of the particular danger.

ANSWER KEY: SAFETY

II. You should have put a check next to the following numbers:
1, 3, 4, 6, 7, 10

III. 1. away from
2. hot
3. wet towel
4. immediately
5. splash

The food service industry offers a wide variety of employment opportunities and has several positions that are considered entry level. It is an industry that provides strong opportunities for advancement depending upon the skills, training, and ambition of the individual worker. Food service students should be aware of the opportunities that are available to them as they prepare to enter their new occupational field.

It is also important that food service students become aware of possible questions that they may be asked by a potential employer during the employment interview. The student should begin thinking now about possible answers to employers' questions.

I. Carefully read the charts on the following three pages that explain the skills needed for employment into three entry-level food service positions: busperson, server, and kitchen utility person.

Busperson

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, division, and multiplication with numbers of at least two decimal points.
- Measures quantities of foods and beverages using standard measuring systems and devices. For example: dry and liquid measures.
- Comprehends measurement devices. For example: clocks, calendars, scales.

SCIENCE

- Recognizes the relationship of sanitation to the spread of disease.
- Demonstrates correct use of chemicals for safety and sanitation.
- Identifies procedures to prevent and control different types of fires.
- Comprehends how to prevent food spoilage and food poisoning

COMMUNICATIVE ARTS

- Comprehends vocabulary of food service industry.
- Comprehends oral and written job-related information. For example: labels, instructions, notices, directions, menus, and invoices.
- Reads, speaks, and writes sentences containing subject, verb, and object using present and past tenses.

Job Skills

- Maintains an environment free of hazards.
- Employs fire safety procedures.
- Seeks and applies first aid to treat burns, cuts, and choking.
- Uses sanitary food handling in storage and public areas.
- Uses basic food industry terms.
- Arranges dining area for service.
- Performs sidework. For example: folds linen and sets up service station.
- Sets and cleans tables.
- Cleans, sanitizes, and operates large and small equipment, for example: vacuum cleaner, coffee urns, and reach-in cooler.
- Stocks and inventories supplies.

Responsibility Skills

- Recognizes job opportunities in the food service industry.
- Works well under pressure and manages stress.
- Presents a healthy, clean personal appearance.
- Demonstrates an attitude of service and cooperation in dealing with customers, employer, and fellow employees.
- Follows policies and procedures of the establishment and identifies limits of one's responsibility.
- Exhibits pride in workmanship and a willingness to learn new procedures and products.
- Demonstrates safe and sanitary work methods. For example: uses proper methods of lifting to avoid strain or injury.
- Demonstrates ability to work flexible hours in an uncomfortable environment.
- Demonstrates punctuality and recognizes that performance affects advancement.
- Seeks and applies first aid to treat burns, cuts, and choking.
- Uses good manners.
- Exhibits loyalty to the establishment.

Arizona Department of Education, 1984

Kitchen Utility Person

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, division, and multiplication with numbers of at least two decimal points.
- Demonstrates knowledge of measuring quantities of food and beverages.
- Comprehends measurement instruments. For example: clocks, calendars, thermometers, scales.

SCIENCE

- Recognizes the relationship of sanitation to the spread of disease.
- Demonstrates correct use of chemicals for safety and sanitation.
- Identifies procedures to prevent and control different types of fires.
- Comprehends how to prevent food spoilage and food poisoning.

COMMUNICATIVE ARTS

- Comprehends vocabulary of food service industry.
- Comprehends oral and written job-related information. For example: labels, notices, directions, and menus.
- Reads, speaks, and writes sentences containing subject, verb, and object, using past and present tenses.

Job Skills

- Maintains an environment free of hazards. For example: flammable materials.
- Uses fire safety procedures.
- Seeks and applies first aid to treat burns, cuts, and choking.
- Uses sanitary food handling and storage methods as required by health codes.
- Cleans and sanitizes food preparation and serving equipment. For example: dinnerware and cooking utensils.
- Operates large and small equipment. For example: dishwasher, walk-in cooler, and bread slicer.
- Uses and maintains knives.
- Identifies recipe and food preparation terms.
- Measures dry and liquid ingredients.

Responsibility Skills

- Recognizes job opportunities in the food service industry.
- Works well under pressure and manages stress.
- Presents a healthy, clean personal appearance.
- Demonstrates an attitude of service and cooperation in dealing with customers, employer, and fellow employees.
- Follows policies and procedures of the establishment and identifies limits of one's responsibility.
- Exhibits pride in workmanship and a willingness to learn new procedures and products.
- Demonstrates safe and sanitary work methods. For example: uses proper methods of lifting to avoid strain or injury.
- Demonstrates ability to work flexible hours in an uncomfortable environment.
- Demonstrates promptness and recognizes that performance affects advancement.
- Behaves courteously with coworkers, customers, and employer.
- Seeks and applies first aid to treat burns, cuts, and choking.

Arizona Department of Education, 1984

Server

The server has mastered the host person/cashier skills in addition to the following:

Related Basic Skills

MATHEMATICS

- Estimates portions, set-ups, and time for preparation of food.
- Calculates change, discounts, and taxes.

SCIENCE

- Identifies various food nutrients and source. Examples: Sodium—salted food.
- Identifies foods found in each of the four basic food groups.

COMMUNICATIVE ARTS

- Uses readable handwriting and correct spelling.
- Memorizes menu items and prices.

Job Skills

- Reviews and recommends menu items.
- Operates large and small dining room equipment.
- Performs table side service.
- Identifies and uses food holding and serving methods.
- Takes orders and serves guests.
- Completes and presents sales checks and food orders.
- Carries filled trays and/or dishes properly and skillfully.
- Prepares bill.
- Supervises busperson.
- Explains food preparation processes and contents.

Responsibility Skills

- Plans and organizes job tasks and work area.
- Attends to customer desires and likes.
- Checks servings for appearance and correctness prior to delivery.
- Uses basic rules of supervision.

Arizona Department of Education, 1984

II. Identify the job skills of entry-level food service employees by marking an "S" next to the duties of a server, a "B" next to the duties of a busperson, and a "K" next to the duties of a kitchen utility person.

1. _____ measures ingredients
2. _____ reviews menu items
3. _____ inventories supplies
4. _____ supervises the busperson
5. _____ cleans both food preparation and serving equipment
6. _____ takes care of all kitchen knives

III. List three job skills (other than those mentioned in activity II above) that are performed by a kitchen utility person, a busperson, and a server.

KITCHEN UTILITY PERSON	BUSPERSON	SERVER

IV. Write a short paragraph on each of these three common employment interview questions. Show your answers to your teacher.

1. Tell me (the interviewer) about yourself.

   CLUE: Briefly explain: Where you are from and how long you have been in the U.S. if you were not born here; your food service education and why you would enjoy food service work; and qualities you have that would make you a valuable employee.

2. What experience do you have?

   CLUE: Discuss your food service education in addition to any food service jobs (part-time or full time) you may have held.

3. What area of food service are you most interested in?

CLUE: State your job goal and explain what you are doing to reach that goal.

V. Think about answers to the following questions. You may wish to discuss possible answers with your teacher.

1. How long could you stay with us (the employer or organization)?
   CLUE: Explain that you are a resident of the community with family here (only if this is true), that you want a permanent job, and that you would stay as long as the organization is pleased with you.

2. Why do you want to work here?
   CLUE: Explain what you know about the organization, how your talents could help the organization, and how the organization would provide you with an opportunity to use your education.

3. Are you studying English now, and do you plan to study English once you are employed?
   CLUE: Explain that you will be continuing to study English during your free time at a local adult education center or community college, or any other plans you have to improve your English language skills.

4. What are your plans for the future?
   CLUE: Explain your current entry-level job goal, your goals in food service a year from now and your goals in food service three years from now.

ADDITIONAL ACTIVITIES: FOOD SERVICE OCCUPATIONS

I. Make an oral presentation to your class explaining a food service career which interests you and how you are individually preparing for that career.

II. Decide the entry-level food service position which most interests you. List the job skills you currently have for that position and those you still need to develop.

III. Make a list of the qualities you would require in a food service worker if you were an employer. Consider such qualities as "reports for work on time", and "completes jobs assigned." Decide if you have these qualities and what you can do to develop the ones you are lacking.

IV. Role play an employment interview with one of your classmates. Use the interview questions on the previous pages as a guideline. Each of you should take turns being the employer and the potential employee. (Remember: When you are the person being interviewed, shake hands with the employer and introduce yourself).

II.

1.	K	4.	S
2.	S	5.	K
3.	B	6.	K

III. KITCHEN UTILITY PERSON

Prevents hazards
Uses fire safety procedures
Uses first aid
Uses sanitary food handling and storage methods
Operates large and small equipment
Identifies recipe and food preparation terms

BUSPERSON

Prevents hazards
Uses fire safety procedures
Uses first aid
Uses sanitary food handling and storage methods
Uses basic food terms
Arranges dining area
Performs sidework
Sets and cleans tables
Maintains large and small equipment

SERVER

Operates dining room equipment
Performs table-side service
Uses food holding and serving methods
Takes orders and serves guests
Handles sales checks and food orders
Carries trays and dishes
Prepares bill
Explains food preparation processes and contents

IV. You should show your answers to your teacher in order to learn if they are correct. This is because answers will vary with each student.

V. (Same as IV above)

APPENDIX A

FOOD SERVICE VOCABULARY LIST

A
A LA CARTE
A LA KING
ANTIPASTO
APPETIZER
AU GRATIN
AU JUS

B
BAKE
BAKER'S SCALE
BASTE
BATTER
BEAT
BEVERAGE
BISQUE
BLEND
BOIL
BONING KNIFE
BOUQUET GARNI
BOX GRATER
BRAISE
BREADING
BROIL
BROTH
BUFFET
BUTCHER KNIFE

C
CASSEROLE
CHILL
CHOP
CLEAVER
COBBLER
CODDLE
COLANDER
CONDIMENTS
CONSOMME
CONVECTION OVEN
CREAM
CRISP
CROUTONS
CUBE
CUISINE
CURDLE
CUT-IN
CUTLET

D
DEEP FRY
DEVILLED
DICE
DISSOLVE
DOUBLE BOILER
DOUGH
DREDGE
DRIPPINGS
DU JOUR
DUST

E
ENTREE
ESCALLOP
ESPAGNOLE SAUCE

F
FLAMBE
FLOUR SIFTER
FOLD
FOWL
FRENCH KNIFE
FRICASSEE
FRY

G
GARNISH
GLAZE
GOULASH
GREASING
GRATE
GRIDDLE
GRILL

H
HERB
HOLLANDAISE
HORS D'OEUVRES

I
INGREDIENTS

J
JULIENNE

K
KITCHEN FORK
KNEAD

KOSHER

L
LADLE

M
MARINADE
MARINATE
MASKING
MEASURE
MICROWAVE OVEN
MINCE
MIXING
MIXING MACHINE
MOLD

N
NO. 10 CAN

P
PAN-BROIL
PAN-FRY
PARBOIL
PARE
PARING KNIFE
PASTA
PERSONAL HYGIENE
POACH
POTAGE
PRE-HEAT
PROOF
PUREE

R
REDUCE
ROASTING

S
SAUCE
SAUTE
SCALD
SCORE
SCRAPER
SEARING
SHALLOTS
SHRED
SIFTING
SIMMER
SLICE
SMOTHER
STEAM
STEAMER
STEEP
STEWING
STIR
STOCK

T
TARTS
TORTE
TOSS
TUBING
TURNER

W
WHIP
WIRE WHIP

APPENDIX B

VOCABULARY EXERCISES: A RESOURCE LIST

I. LISTENING AND SPEAKING

1. Listen to the terms and definitions on tape or pronounced by the teacher.
2. Pronounce terms (modeled on tape or by teacher).
3. Listen to a tape of two or three sentences and discriminate between sounds (e.g. Tape the exercise; Type the exercise).
4. Mini-dialogs: Student matches an appropriate response to a situation described in one sentence. The response may be advice, so student gets practice with command forms.
5. Give orally as many forms of a word as appropriate (add, addition, additional).
6. Give an original definition of a term.
7. Answer questions that require using new vocabulary in the answers.
8. Answer true or false to statements read orally.
9. Picture stimulus: identify illustrations of equipment, materials, workers, actions, etc.
10. Use audio flashcards: hear - see - say the terms.
11. Translate terms orally to native language.
12. Name all words in a particular category (optional: doing it within a time period).
13. True-false with picture stimulus: teacher makes a statement about the picture, student answers true or false.
14. Complete a dialog with given vocabulary terms.
15. Use terms in original sentences (spoken to teacher, classmates, or friend).

II. READING AND WRITING

1. Label pictures of objects or of work situations.
2. Replace a synonym with a new vocabulary term.
3. Give multiple choice exercises with definitions for a vocabulary term in English or students' native language.
4. Scramble sentences containing vocabulary terms. The student puts the sentences in order. Parts may be labelled a, b, c, d, etc. for easy answering.
5. Answer in writing questions that require vocabulary terms in the answers.
6. Alphabetize selected terms.
7. Do fill-in-the-blank exercises. Variations: a) give the first letter of the word needed; b) fill in all verbs, or nouns, or vowels; c) give Cloze exercises.
8. True/false exercises: answer with T/F, or rewrite with a corrected statement.
9. Give a vocabulary term followed by its definition in scrambled word order (e.g. typewriter; that/machine/a/types). Put the definition in order.
10. Match written definitions to terms.
11. Complete a story with given vocabulary terms.
12. Write different forms of vocabulary terms, using verbs, nouns, adjectives, or adverbs (e.g. align, alignment)
13. Write an original definition for a term.
14. Write words or sentences using vocabulary terms from dictation or tape.
15. Use terms in original sentences (written).

II. READING AND WRITING (continued)

16. Make sketches or diagrams of terms where appropriate.
17. Label illustrations or objects pertaining to the occupation studied (tools, equipment, etc.)
18. Bingo game (See Troth, I Know - A Vocabulary Game for the Food Trades): students cover terms on cards when cued by an oral definition.
19. Identify or select information requested from filled-out work documents.
20. Put steps for a vocational process in order, by writing or using flashcards.

Arizona Employability Skills. "Food Production." Phoenix: Department of Education/Vocational Education. March 1984.

Listings in Spanish and English for competencies in five jobs in the food production industry, including related basic skills, job skills, and responsibility skills.

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A valuable reference for both the reading specialist and content area teacher. Contains many activities for making reading a part of the content classroom.

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Excellent source for ESL classroom activities

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Food service terms with two definitions given: simple and general, and specific and more complex. Example sentences; breakdown of words into syllables. One of a series.

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Folder format, printed with student record information on outside and checklist for competencies inside. Additional sheet included for rating interpersonal competencies.

Food Service Tasks. State of Indiana.

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Instructional Support System for Occupational Education: Food Occupations. New York State Department of Education. Albany, NY.

Occupational information organized by units; subdivided into modules with tasks, performance objectives, enabling objectives, and criterion reference measures. One of an excellent series.

Restaurant Words. Jim Richey. Janus Book Publishers. Hayward, CA. c. 1983.

Career Awareness Series. Exploration of different jobs in restaurant industry with related, very basic vocabulary study and practice.

FLASH CARDS

To obtain the maximum benefit from the enclosed flash cards, the following is recommended:

1. Laminate the flash card sheets.
2. Cut each laminated sheet into five cards.
3. Arrange the cards alphabetically, inserting the picture cards at the appropriate places.
4. Hole-punch the upper left corner of each card.
5. Connect the cards together with a hinged ring.

A LA CARTE

A LA CARTE

FOODS LISTED ON A MENU WITH A SEPARATE PRICE FOR EACH ITEM

IN MANY FINE RESTAURANTS THE DINNER MENU IS A LA CARTE.

A LA KING

A LA KING

FOOD PREPARED IN A CREAM SAUCE WITH GREEN PEPPER, PIMIENTO, AND MUSHROOMS

THE CUSTOMER ORDERED CHICKEN A LA KING.

ANTIPASTO

AN-TI-PAS-TO

AN ITALIAN APPETIZER USUALLY MADE WITH MEAT, OLIVES, TOMATOES, CHEESE, PEPPERS, AND SERVED WITH OIL AND VINEGAR

MOST ITALIAN RESTAURANTS SERVE AN ANTIPASTO IN PLACE OF SALAD.

APPETIZER

AP-PE-TIZ-ER

A FOOD OR DRINK SERVED BEFORE THE MEAL

A FRESH FRUIT CUP IS A VERY COMMON APPETIZER.

AU GRATIN

AU GRA-TIN

FOODS COVERED WITH BREAD CRUMBS AND CHEESE OR BREAD CRUMBS ALONE AND BAKED IN A SAUCE TO A GOLDEN BROWN

THE AU GRATIN POTATOES WERE BAKED AT 350°.

AU JUS

AU JUS

MEAT SERVED WITH NATURAL JUICES

ROAST BEEF AU JUS IS A VERY POPULAR BEEF DISH.

BAKE

BAKE

TO COOK IN AN OVEN WITH DRY HEAT

BREAD IS BAKED IN AN OVEN.

BAKER'S SCALE

BAKER'S SCALE

A VERY ACCURATE TWIN PLATFORM SCALE WITH A LARGE METAL SCOOP ON ONE SIDE AND A SPECIAL WEIGHT ON THE OTHER SIDE

COOKS USUALLY MEASURE INGREDIENTS ON A BAKER'S SCALE.

BASTE

BASTE

TO POUR JUICES OR SAUCE OVER MEAT WHILE IT IS COOKING IN ORDER TO PREVENT DRYNESS

HE HAD TO BASTE THE HAM EVERY 20 MINUTES.

BATTER

BAT-TER

A THICK LIQUID MIXTURE THAT IS USUALLY MADE OF FLOUR, MILK, AND EGGS AND CAN BE EASILY POURED

THE PANCAKE BATTER DID NOT POUR WELL BECAUSE IT WAS TOO THICK.

BEAT

BEAT

TO MAKE A MIXTURE SMOOTH BY MIXING IT QUICKLY AND ALLOWING AIR TO PASS THROUGH IT

HE BEAT THE THREE EGGS IN A SMALL BOWL.

BEVERAGE

BEV-ER-AGE

ANY DRINK OTHER THAN WATER

LEMONADE AND ICE TEA ARE POPULAR SUMMER BEVERAGES.

BISQUE

BISQUE

A THICK, RICH CREAM SOUP USUALLY MADE FROM MEAT, FISH, OR SHELLFISH

SHE ORDERED THE LOBSTER BISQUE.

BLEND

BLEND

TO MIX TWO OR MORE ITEMS COMPLETELY INTO ONE NEW MIXTURE

THE RECIPE CALLED FOR THE COOK TO BLEND THE MILK, FLOUR, AND EGGS.

BOIL

BOIL

TO COOK A LIQUID UNTIL BUBBLES APPEAR AND STEAM RISES. LIQUIDS BOIL AT 212°F OR 100°C

BOIL THE POTATOES FOR THE STEW.

BONING KNIFE

BON-ING KNIFE

A POINTED, THIN KNIFE THAT IS USUALLY SIX TO EIGHT INCHES LONG AND USED TO REMOVE BONE FROM RAW MEAT

A BONING KNIFE CAN BE VERY STIFF OR CAN BE EASILY BENT.

BOUQUET GARNI

BOU-QUET GAR-NI

MANY HERBS TIED TOGETHER OR WRAPPED IN CHEESECLOTH AND PUT IN SOUPS OR STEW FOR FLAVOR

A BOUQUET GARNI CAN BE EASILY REMOVED WHEN COOKING IS FINISHED.

BOX GRATER

BOX GRAT-ER

A METAL BOX WITH MANY HOLES AND A HANDLE AT THE TOP; IT IS USED FOR RUBBING FOOD INTO SMALL PARTICLES

HE GRATED THE CARROTS ON THE BOX GRATER.

BRAISE

BRAISE

TO COOK MEAT OR VEGATABLES FIRST IN FAT AND THEN TO COOK SLOWLY IN LIQUID

POT ROAST OF BEEF IS COOKED BY BRAISING.

BREADING

BREAD-ING

TO COVER FOOD IN A MIXTURE OF FLOUR, EGGS AND BREAD CRUMBS

HE BREADED THE VEAL CUTLET AND COVERED IT WITH TOMATO AND CHEESE BEFORE COOKING.

BROIL

BROIL

TO COOK WITH DIRECT HEAT BY PLACING THE FOOD UNDER OR OVER A FLAME

SHE BROILED THE STEAK THREE MINUTES ON EACH SIDE.

BROTH

BROTH

A LIQUID IN WHICH MEAT, FISH, POULTRY, OR VEGETABLES HAVE BEEN COOKED; ALSO A CLEAR, THIN SOUP

A THIN BROTH (SOUP) CAN BE SERVED BEFORE A MEAL.

BUFFET

BUF-FET

A MEAL AT WHICH PEOPLE SERVE THEMSELVES FROM DIFFERENT FOODS DISPLAYED ON TABLES

THE GUESTS AT THE BUFFET FILLED THE PLATES WITH VARIOUS FOODS.

BUTCHER KNIFE

BUTCH-ER KNIFE

A POINTED HEAVY KNIFE WITH A SMALL CURVE USED TO CUT RAW MEAT AND STEAKS

USE A BUTCHER KNIFE TO CUT A LARGE PIECE OF MEAT INTO SMALLER SECTIONS.

CASSEROLE

CAS-SE-ROLE

A BAKED DISH OF VEGETABLES OFTEN COMBINED WITH MEAT, POULTRY OR FISH; ALSO THE DISH OR POT THAT THE FOOD IS COOKED IN

THE CHEF SPRINKLED GRATED CHEESE ON TOP OF THE CASSEROLE.

CHILL

CHILL

TO MAKE FOOD COLD BY PUTTING IT IN THE REFRIGERATOR OR IN COLD WATER BUT NOT FREEZING THE FOOD

WHITE WINE IS USUALLY CHILLED BEFORE IT IS SERVED.

CHOP

CHOP

TO CUT INTO SMALL OR MEDIUM UNEVEN PIECES WITH A KNIFE OR OTHER CHOPPING TOOL

HE CHOPPED THE CELERY AND PARSLEY INTO SMALL PIECES FOR THE SALAD.

CLEAVER

CLEAV-ER

A VERY WIDE KNIFE WITH A SQUARE-SHAPED BLADE USED TO CHOP BONES

WHEN YOU USE A CLEAVER, BE SURE THE BONE TO BE CUT IS CAREFULLY PESTING ON THE CUTTING TABLE.

COBBLER

COB-BLER

A DEEP-DISH FRUIT PIE THAT USUALLY HAS A THICK CRUST

THE RESTAURANT SERVES CHERRY COBBLER FOR DESSERT.

CODDLE

COD-DLE

TO COOK FOODS IN WATER THAT IS SLIGHTLY BELOW BOILING

HE CODDLED THE EGGS BY PLACING THEM IN A COVERED, HEATPROOF DISH AND THEN COOKING THEM IN WATER.

COLANDER

COL-AN-DER

A BOWL-SHAPED STRAINER WITH HANDLES ON EACH SIDE

THE COLANDER CAN BE USED TO WASH FOODS AND ALLOW THE LIQUID TO RUN OUT.

CONDIMENTS

CON-DI-MENTS

ANY OF THE SPICES OR RELISHES THAT ARE USED TO SEASON FOODS

KETCHUP AND MUSTARD ARE COMMON AMERICAN CONDIMENTS.

CONVECTION OVEN

CON-VEC-TION OV-EN

AN OVEN THAT USES A FAN TO MOVE AROUND AIR FOR AN EVEN DISTRIBUTION OF HEAT

A CONVECTION OVEN COOKS FOOD SO THAT EVERYTHING RECEIVES THE SAME AMOUNT OF HEAT.

CONSOMMÉ

CON-SOM-MÉ

A CLEAR, STRONG SOUP USUALLY MADE FROM DIFFERENT TYPES OF MEAT OR VEGETABLES

CONSOMMÉ CAN BE SERVED HOT OR COLD.

CREAM

CREAM

TO COMBINE FOODS UNTIL THEY ARE SOFT AND WELL MIXED

YOU SHOULD CREAM THE BUTTER, EGGS, AND SUGAR TOGETHER.

CRISP

CRISP

TO CHILL FOODS OR RINSE THEM IN COLD WATER SO THAT THEY BECOME FIRM AND CAN BE EASILY BROKEN

IT IS IMPORTANT TO CRISP SALAD GREENS.

CROUTONS

CROU-TONS

SMALL SQUARES OF TOASTED BREAD THAT ARE SERVED ON SALADS

CROUTONS ARE MADE BY TOASTING OR FRYING BREAD.

CUBE

CUBE

TO CUT FOOD INTO BLOCKS ABOUT ONE-HALF INCH SQUARE

BOTH MEATS AND SOME VEGETABLES ARE OFTEN CUBED.

CUISINE

CUI-SINE

A PARTICULAR STYLE OF PREPARING FOOD

FRENCH CUISINE IS SERVED IN MANY OF THE BEST RESTAURANTS.

CURDLE

CUR-DLE

TO SEPARATE A FOOD INTO LUMPS; THIS IS MOSTLY DONE BY HEATING OR OVERCOOKING

CHEESE IS MADE BY CURDLING MILK.

CUTLET

CUT-LET

A SMALL, FLAT PIECE OF MEAT, USUALLY PORK OR VEAL, THAT IS WITHOUT BONES

VEAL CUTLET IS OFTEN PREPARED BY BREADING THE CUTLET.

CUT-IN

CUT-IN

TO MIX BUTTER, MARGARINE, OR SHORTENING INTO A DRY MIXTURE

THE CHEF USED TWO KNIVES TO CUT-IN THE BUTTER.

DEEP FRY

DEEP FRY

TO COOK FOOD BY COMPLETELY COVERING IT IN HOT OIL OR FAT

MEAT COOKED BY THE DEEP FRY METHOD SHOULD BE BREADED.

DEVILLED

DE-VILLED

TO PREPARE FOOD I.; A STYLE THAT USES SPICY, HOT CONDIMENTS SUCH AS PEPPER AND MUSTARD

DEVILLED EGGS ARE STUFFED WITH A SPICY-TASTING PASTE.

DISSOLVE

DIS-SOLVE

TO MELT; TO MAKE A FOOD BECOME LIQUID

GELATIN SALAD RECIPES OFTEN CALL FOR THE GELATIN TO BE DISSOLVED.

DOUBLE BOILER

DOU-BLE BOIL-ER

A TWO-PART POT THAT COOKS FOOD PLACED IN THE TOP PART BY BOILING WATER IN THE BOTTOM PART

A DOUBLE BOILER IS USED TO COOK FOOD THAT WOULD BURN IF DIRECT HEAT WERE USED.

DOUGH

DOUGH

A SOFT MIXTURE OF FLOUR AND OTHER DRY INGREDIENTS MIXED WITH LIQUID AND BAKED AS BREAD AND PASTRY

DOUGH SHOULD BE SOFT AND MOIST.

DREDGE

DREDGE

TO COVER FOOD WITH DRY INGREDIENTS

DREDGE THE COOKIES WITH POWDERED SUGAR.

DRIPPINGS

DRIP-PINGS

ANY OF THE NATURAL JUICES THAT HAVE COME FROM MEAT WHILE IT IS COOKING

GRAVY CAN BE MADE BY ADDING FLOUR TO DRIPPINGS.

DU JOUR

DU JOUR

A FRENCH EXPRESSION THAT MEANS "OF THE DAY"

ON TUESDAY THE SOUP DU JOUR IS TOMATO.

FLAMBÉ

FLAMBÉ

FOOD THAT IS SERVED FLAMING

SOME DESSERTS ARE SERVED FLAMBÉ.

FLOUR SIFTER

FLOUR SIFT-ER

A ROUND METAL CONTAINER WITH A SCREEN ACROSS THE BOTTOM THROUGH WHICH FLOUR CAN PASS

A FLOUR SIFTER IS USED TO MAKE FLOUR AND OTHER DRY INGREDIENTS LIGHT AND FLUFFY.

FOLD

FOLD

A METHOD OF TURNING DOUGH OR BATTER OVER ITSELF BY PLACING A SPATULA OR SPOON UNDERNEATH, MOVING THE SPATULA ACROSS THE BOTTOM, AND TURNING HALF OF THE DOUGH OR BATTER ON TOP OF THE OTHER HALF

AS YOU FOLD THE DOUGH, TURN THE BOWL WITH YOUR OTHER HAND.

FOWL

FOWL

ANY BIRD THAT IS COOKED AS FOOD

CHICKEN IS THE MOST COMMONLY EATEN FOWL IN AMERICA.

FRENCH KNIFE

FRENCH KNIFE

A KNIFE THAT IS WIDE AT THE HANDLE AND TAPERS TO A POINT; USED TO SLICE, DICE, CHOP, AND MINCE

A FRENCH KNIFE IS THE MOST USED KNIFE IN A KITCHEN.

FRICASSEE

FRIC-AS-SEE

TO COOK PIECES OF CHICKEN, LAMB, OR VEAL IN A LIQUID AND TO THEN SERVE THE PIECES IN A SAUCE MADE FROM THE LIQUID

CHICKEN THAT HAS BEEN FRICASEED IS A POPULAR LUNCHEON ITEM.

FRY

FRY

TO COOK FOOD IN DIRECT HEAT WITH HOT OIL OR FAT

WHEN YOU FRY FOODS, TURN THE FOOD SLOWLY TO AVOID BURNING YOURSELF.

GARNISH

GAR-NISH

TO DECORATE FOOD IN ORDER TO MAKE IT MORE ATTRACTIVE

PARSLEY IS USED TO GARNISH MANY MEALS.

GLAZE

GLAZE

TO COVER ANY FOOD WITH A GLOSSY, SHINY COVERING. THE FRENCH TERM IS GLACÉING.

FOOD IS OFTEN GLAZED WHEN IT IS DISPLAYED AT FOOD SHOWS.

GOULASH

GOU-LASH

A THICK STEW MADE FROM BEEF OR VEAL WITH VEGETABLES AND SEASONED WITH PAPRIKA

THE MOST POPULAR GOULASH IS A STEW THAT COMES FROM HUNGARY.

GREASING

GREAS-ING

SPREADING FAT OR GREASE ON A PAN

GREASING PREVENTS FOOD FROM STICKING TO THE PAN WHILE IT IS COOKING.

GRATE

GRATE

TO RUB FOOD ON A GRATER IN ORDER TO TURN IT INTO SMALL PARTICLES

GRATE THE CHEESE SO IT MAY BE SPRINKLED ON TOP OF THE SALAD.

GRILL

GRILL

TO COOK FOOD ON AN OPEN FLAME; GRILL AND BROIL ARE OFTEN USED TO MEAN THE SAME PROCESS

MANY PEOPLE GRILL FOOD OUTDOORS.

GRIDDLE

GRID-DLE

A LARGE, FLAT SURFACE USED FOR COOKING THAT IS HEATED AT THE BOTTOM

PANCAKES ARE ALWAYS COOKED ON A GRIDDLE.

HERB

HERB

PLANT LEAVES THAT ARE USED FOR FLAVORING

PARSLEY AND OREGANO ARE EXAMPLES OF HERBS.

HOLLANDAISE

HOL-LAN-DAISE

A CREAMY YELLOW SAUCE MADE FROM EGG YOLKS, BUTTER, LEMON JUICE, AND CAYENNE PEPPER

HOLLANDAISE SAUCE IS SERVED ON VEGETABLES.

HORS D'OEUVRES

HORS D'OEUVRES

SMALL PORTIONS OF FOODS SERVED AS AN APPETIZER BEFORE THE MAIN COURSE OF A MEAL

HORS D'OEUVRES CAN BE SERVED HOT OR COLD.

INGREDIENTS

IN-GRE-DI-ENTS

ANY FOOD ITEM THAT IS USED AS PART OF A RECIPE

COOKING INVOLVES THE USE OF MANY INGREDIENTS.

JULIENNE

JU-LI-ENNE

THE STYLE OF CUTTING POTATOES OR VEGETABLES INTO LONG, THIN SLICES

A JULIENNE SALAD IS MADE BY CUTTING THE GREENS INTO LONG STRIPS.

KITCHEN FORK

KITCH-EN FORK

A VERY LONG FORK WITH TWO PRONGS THAT IS USED TO HOLD MEAT WHILE SLICING, TO TURN ROASTS, AND TO BROIL MEATS

HE TURNED THE STEAKS ON THE GRILL WITH A KITCHEN FORK.

DUST

DUST

TO SPRINKLE FOOD WITH SUGAR OR FLOUR

SOME DOUGHNUTS ARE DUSTED WITH SUGAR.

DICE

DICE

TO CUT FOOD INTO SMALL CUBED-SHAPED PIECES THAT ARE USUALLY ONE-QUARTER INCH SQUARE OR LESS

USE A FRENCH KNIFE TO DICE FOOD.

ENTRÉE

EN-TRÉE

THE MAIN COURSE OR PART OF A MEAL

HE ORDERED FRIED SHRIMP AS THE ENTRÉE.

ESCALLOP

ES-CAL-LOP

TO CUT A FOOD INTO THIN SLICES; TO BAKE IN A CREAM SAUCE AND TOP WITH CRUMBS

THE CHEF ESCALLOPED THE POTATOES BY BAKING THEM IN CREAM SAUCE AND COVERING THEM WITH CRUMBS.
TO MAKE ESCALLOPED POTATOES, YOU MUST SLICE THE POTATOES VERY THINLY.

ESPAGNOLE SAUCE

ES-PA-GNOLE SAUCE

A BROWN SAUCE USUALLY MADE FROM MEATS AND VEGETABLES; ALSO CALLED BROWN SAUCE

ESPAGNOLE SAUCE IS USED TO MAKE GRAVY, STEW, AND SOME SOUPS.

KNEAD

KNEAD

TO USE THE HANDS TO PRESS, FOLD, AND STRETCH DOUGH IN ORDER TO MAKE IT SMOOTH AND WORK THE AIR OUT OF IT

WHEN YOU KNEAD DOUGH, PLACE FLOUR ON THE SURFACE WHERE YOU ARE WORKING.

KOSHER

KO-SHER

FOOD PREPARED ACCORDING TO THE DIETARY LAWS OF THE JEWISH RELIGION

KOSHER FOODS ARE PREPARED UNDER A RABBI'S SUPERVISION.

LADLE

LA-DLE

A TOOL THAT HAS A STEEL CUP ATTACHED TO A LONG HANDLE AND IS USED TO STIR, MIX, DIP, OR SERVE FOODS

LADLES MAY HAVE HOLES FOR DRAINING LIQUIDS OR MAY BE SOLID.

MARINADE

MAR-I-NADE

A SPICY LIQUID IN WHICH MEAT IS SOAKED BEFORE IT IS COOKED

A MARINADE WILL ADD FLAVOR TO MEAT WHILE IT IS COOKING.

MARINATE

MAR-I-NATE

TO SOAK MEAT IN A SPICY LIQUID BEFORE COOKING IT

THE CHEF WILL MARINATE THE STEAK IN A MARINADE.

MASKING

MASK-ING

TO COMPLETELY COVER A FOOD ITEM WITH A SAUCE OR SIMILAR SUBSTANCE

POUR THE SAUCE EVENLY WHEN YOU ARE MASKING THE MEAT.

MEASURE

MEAS-URE

TO OBTAIN A SPECIFIC AMOUNT OF AN ITEM

SHE NEEDS TO MEASURE ONE CUP OF FLOUR FOR THE RECIPE.

MICROWAVE OVEN

MI-CRO-WAVE OV-EN

AN OVEN THAT COOKS FOOD VERY QUICKLY BY USING ELECTRONIC ENERGY WAVES

A MICROWAVE OVEN IS OFTEN USED TO REHEAT FOODS THAT HAVE ALREADY BEEN COOKED.

MINCE

MINCE

TO CUT FOOD INTO THE SMALLEST PIECES POSSIBLE

A FRENCH KNIFE IS OFTEN USED TO MINCE VEGETABLES.

MIXING

MIX-ING

TO MAKE TWO OR MORE INGREDIENTS BECOME ONE ITEM

MIXING CAN BE DONE BY HAND OR BY MACHINE.

MIXING MACHINE

MIX-ING MA-CHINE

A MACHINE WITH SEVERAL ATTACHMENTS THAT ALLOW IT TO MIX, GRIND, CHOP, WHIP, SHRED, AND SLICE FOODS

A MIXING MACHINE IS AVAILABLE IN A VARIETY OF SIZES.

MOLD

MOLD

A METAL OR PLASTIC FORM INTO WHICH FOODS ARE PUT TO GIVE THEM A DESIRED SHAPE

HE WILL SET THE JELLO INTO THE MOLD OF A FISH.

NO. 10 CAN

NO. 10 CAN

A CAN OF FRUITS OR VEGETABLES THAT CONTAINS APPROXIMATELY THREE QUARTS OF FOOD

FOOD SERVICE INSTITUTIONS OFTEN BUY NO. 10 CANS.

PAN-BROIL

PAN-BROIL

TO COOK IN AN UNGREASED PAN WHILE POURING OFF NATURAL FAT FROM TIME TO TIME

NEVER ADD LIQUIDS WHEN YOU PAN-BROIL FOODS.

PAN-FRY

PAN-FRY

TO FRY IN A SMALL AMOUNT OF FAT OR OIL

PAN-FRYING CAN BE DONE IN A FRYING PAN.

PARBOIL

PAR-BOIL

TO COOK A FOOD BY PARTIALLY BOILING IT AND THEN FURTHER COOKING IT BY ANOTHER METHOD

FIRST THE CHEF WILL PARBOIL THE POTATOES AND THEN HE WILL BAKE THEM.

PASTA

PAS-TA

DOUGH MADE FROM FLOUR AND WATER AND DRIED TO MAKE PRODUCTS SUCH AS MACARONI AND SPAGHETTI

PASTA DISHES ARE ITALIAN.

PARE

PARE

TO REMOVE THE SKIN OF FRUITS OR VEGETABLES. PARE AND PEEL ARE OFTEN USED TO MEAN THE SAME PROCESS

PARE THE APPLES FOR THE SALAD.

PARING KNIFE

PAR-ING KNIFE

A SHORT KNIFE WITH A POINTED BLADE USED TO PARE OR PEEL FRUITS AND VEGETABLES

THE POINT OF A PARING KNIFE CAN BE USED TO DIG OUT PARTS OF A FRUIT OR VEGETABLE.

PERSONAL HYGIENE

PER-SON-AL HY-GIENE

HABITS REGARDING AN INDIVIDUAL'S CLEANLINESS AND GROOMING

ANYONE WHO WORKS IN THE FOOD SERVICE INDUSTRY MUST HAVE EXCELLENT PERSONAL HYGIENE.

POTAGE

PO-TAGE

A THICK SOUP.

CREAM SOUPS, PURÉE SOUPS, CHOWDERS, AND BISQUES ARE ALL <u>POTAGES</u>

POACH

POACH

TO COOK IN LIQUID THAT IS BELOW THE BOILING POINT AND BUBBLES ONLY SLIGHTLY SO THAT THE FOOD KEEPS ITS SHAPE

MANY COOKS WILL OFTEN <u>POACH</u> EGGS AND FISH.

PROOF

PROOF

TO ALLOW YEAST DOUGHS TO RISE IN A PLACE THAT IS WARM AND MOIST

IT IS ALWAYS IMPORTANT TO <u>PROOF</u> YEAST DOUGHS BEFORE BAKING.

PRE-HEAT

PRE-HEAT

TO HEAT AN OVEN TO A CERTAIN TEMPERATURE BEFORE PUTTING THE FOOD INSIDE

MANY RECIPES SUGGEST THAT THE COOK <u>PRE-HEAT</u> THE OVEN.

PURÉE

PU-RÉE

TO PRESS FRUITS OR VEGETABLES THROUGH A SIEVE TO MAKE INTO A FINE, SMOOTH MIXTURE

<u>PURÉEING</u> MAKES A FOOD FINER THAN MINCING.

REDUCE

RE-DUCE

TO DECREASE THE AMOUNT OF LIQUID BEING USED IN COOKING BY ALLOWING IT TO EVAPORATE

LIQUID CAN BE QUICKLY REDUCED OVER HIGH HEAT OR SLOWLY REDUCED BY SIMMERING.

ROASTING

ROAST-ING

TO COOK FOOD UNCOVERED BY DRY HEAT IN AN OVEN WITHOUT ADDING LIQUIDS

IT IS COMMON TO ROAST MEATS.

SAUCE

SAUCE

A THICKENED LIQUID USED IN COOKING TO GIVE ADDED FLAVOR TO FOOD AND HELP KEEP IT MOIST

A SAUCE MAY BE WARM OR COLD.

SAUTÉ

SAUTÉ

TO FRY A FOOD QUICKLY IN A SMALL AMOUNT OF BUTTER, FAT, OR SHORTENING

WHEN YOU SAUTÉ ONIONS, DO NOT BURN THE BUTTER OR THE ONIONS.

SCRAPER

SCRAP-ER

A TOOL WITH A WIDE, RECTANGULAR BLADE AND WOODEN HANDLE USED FOR SCRAPING MEAT OR CUTTING DOUGH

HE CUT THE DOUGH INTO SEVERAL PIECES WITH A SCRAPER.

SCALD

SCALD

TO HEAT MILK OR CREAM SLIGHTLY BELOW THE BOILING POINT

AS HE <u>SCALDED</u> THE MILK, IT DEVELOPED A SCUM AT THE TOP.

SCORE

SCORE

TO CUT LINES OR SLITS ON THE SURFACE OF FOOD IN ORDER TO IMPROVE APPEARANCE, INCREASE TENDERNESS, OR FOR DECORATION

MEAT, FISH, AND PASTRY ARE SOMETIMES <u>SCORED</u>.

SEARING

SEAR-ING

BROWNING THE SURFACE OF FOOD WITH VERY HIGH HEAT

<u>SEARING</u> CAN BE DONE IN AN OVEN, SKILLET, BROILER, OR ON A GRILL.

SHALLOTS

SHAL-LOTS

SMALL VEGETABLES THAT ARE VERY MUCH LIKE ONIONS OR GARLIC

<u>SHALLOTS</u> HAVE A VERY STRONG ONION-LIKE FLAVOR.

SHRED

SHRED

TO CUT OR SHAVE FOOD INTO LONG, VERY NARROW STRIPS

<u>SHRED</u> THE CARROTS WITH A FRENCH KNIFE.

SIFTING

SIFT-ING

TO PUT DRY INGREDIENTS THROUGH A FINE SCREEN TO MAKE SURE THEY ARE COMPLETELY MIXED AND TO MAKE THEM LIGHT

THE RECIPE CALLS FOR SIFTING THE FLOUR, SALT, AND OTHER DRY INGREDIENTS.

SIMMER

SIM-MER

TO COOK A LIQUID BELOW THE BOILING POINT SO THAT THE BUBBLES DO NOT BREAK AND ARE SMALL

SHE PLACED THE SAUCE IN THE POT AND LET IT SIMMER FOR FIVE MINUTES.

SLICE

SLICE

TO USE A KNIFE OR OTHER TOOL TO CUT FOOD INTO LAYERS

PLEASE SLICE THE BREAD.

SMOTHER

SMOTH-ER

TO COVER ONE FOOD VERY HEAVILY WITH ANOTHER FOOD

HE SMOTHERED THE MEAT AND POTATOES WITH ONIONS.

STEAMER

STEAM-ER

A VERY LARGE STEAMING AND BOILING UNIT DESIGNED TO COOK PORTIONS FOR MANY PEOPLE

STEAMERS ARE USED IN LARGE FOOD SERVICE INSTITUTIONS.

STEEP

STEEP

TO ALLOW FOOD TO SOAK IN A WARM OR HOT LIQUID TO EXTRACT ITS FLAVOR

TEA SHOULD BE ALLOWED TO STEEP FOR A FEW MINUTES.

STEWING

STEW-ING

TO COOK MEAT OR VEGETABLES IN A SMALL AMOUNT OF WATER

THE TOMATOES ARE STEWING ON THE STOVE.

STIR

STIR

TO MIX FOODS USING A SPOON, FORK, SPATULA, OR OTHER TOOL

STIR FOOD USING A CIRCULAR MOTION.

TARTS

TARTS

SMALL INDIVIDUAL FRUIT PIES THAT DO NOT HAVE A TOP CRUST

THE TARTS HAD CREAM ON THEM.

STEAM

STEAM

TO COOK FOODS IN THE VAPOR THAT RISES FROM BOILING WATER; TO COOK IN A STEAMER

SEAFOOD IS OFTEN STEAMED.

STOCK

STOCK

THE LIQUID THAT WAS USED TO COOK MEAT, FISH, VEGETABLES, OR POULTRY

HE MADE SOUP FROM STOCK.

TORTE

TORTE

A RICH CAKE OR PASTRY THAT OFTEN HAS SEVERAL THIN LAYERS

THE TORTE WAS MADE WITH JAM, CHOCOLATE, AND WHIPPED CREAM.

TOSS

TOSS

TO FLIP INGREDIENTS TOGETHER IN A BOWL IN ORDER TO DISTRIBUTE THEM SOMEWHAT EVENLY

HE WILL TOSS THE LETTUCE, TOMATOES, AND CUCUMBERS IN THE SALAD.

TUBING

TUB-ING

PUSHING FOOD THROUGH A TUBE IN ORDER TO DECORATE THE FOOD

THE CHEF DECORATED THE CAKE BY TUBING THE FROSTING.

TURNER

TURN-ER

A TOOL WITH A WIDE, FLAT BLADE AND A LONG WOODEN HANDLE THAT IS PUT UNDER FOOD TO TURN IT OVER

A TURNER IS USED TO FLIP PANCAKES, HAMBURGERS, EGGS, AND OTHER FOODS.

WHIP

WHIP

TO BEAT OR MIX FOOD VERY QUICKLY

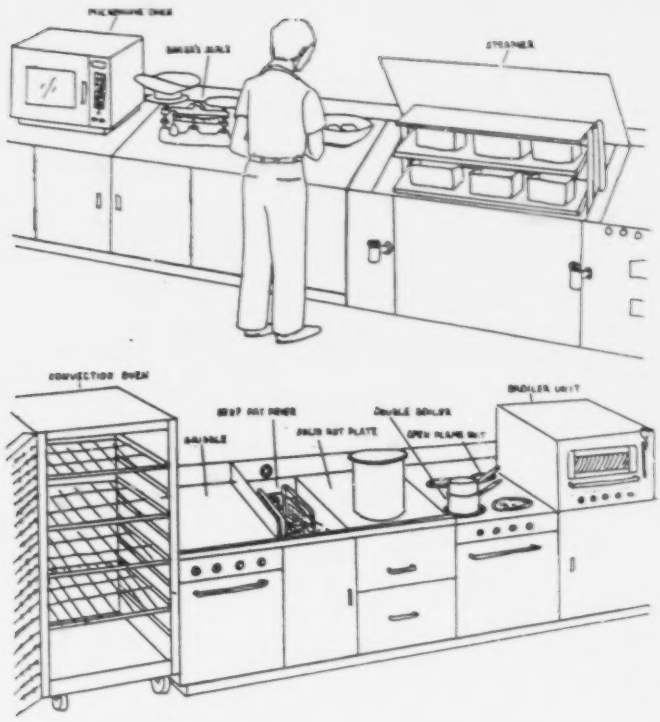
WHIP THE SUGAR AND EGG YOLKS TOGETHER.

WIRE WHIP

WIRE WHIP

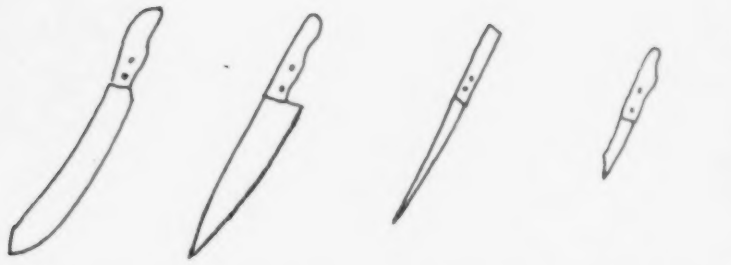
A HAND TOOL MADE OF WIRE LOOPS THAT IS USED TO WHIP SUCH THINGS AS EGGS, SAUCES, AND CREAM

HE USED A WIRE WHIP TO WHIP THE CREAM.



COMMERCIAL KITCHEN

KITCHEN TOOLS



KITCHEN KNIVES

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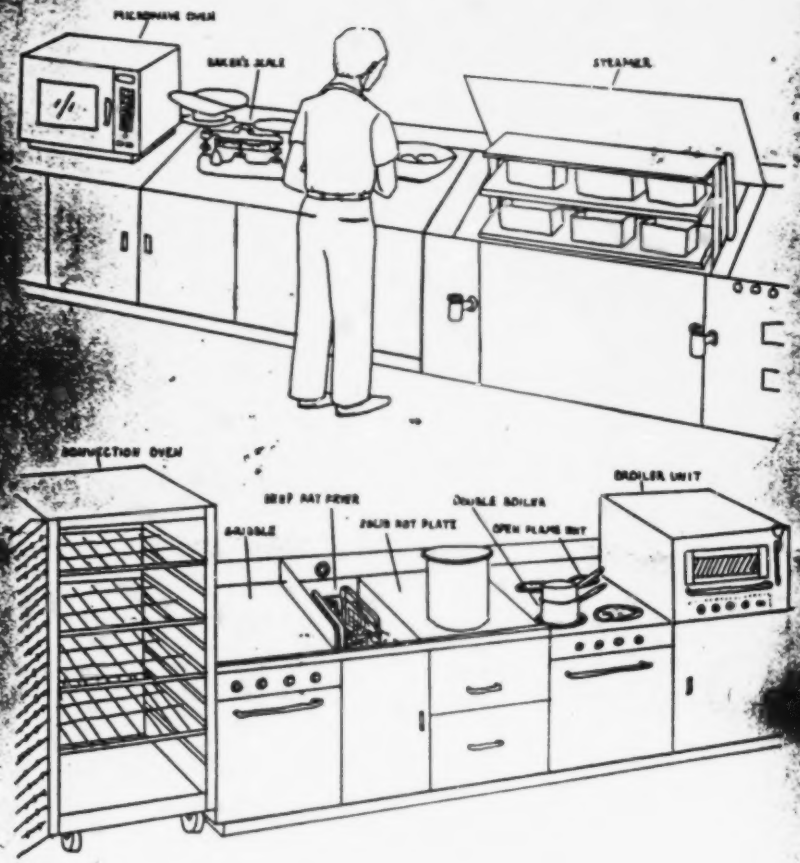

COMMERCIAL KITCHEN

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